

Performance Level Descriptors
Geography
Grade 2

Content Standard 1.0	Map Use: The World in Spatial Terms: <i>Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Consistently identify and explain the titles and symbols on a variety of maps. Compose an appropriate title and design a key containing more than three symbols. Explain the purpose of what a map or globe represents. Recognize the same features, including simple landforms and bodies of water, on maps, globes, and photographs. Design pictographs and bar graphs, using graph paper, from simple information. Independently recognize spatial patterns on a map. Identify land and water on an outline map, correctly labeling the continents and oceans. Locate Nevada and the United States on a variety of unlabeled maps.
MEETS STANDARD	<ul style="list-style-type: none"> Identify the titles and symbols on a variety of maps. Choose a title and construct a key from three given map symbols. Describe what a map or globe represents. Recognize simple landforms and bodies of water on maps, globes, and photographs. Obtain simple information from bar graphs and pictographs. Identify spatial patterns on a map by recognizing repetition of symbols or features. Identify land and water on a full-color map, correctly applying the terms continent and ocean. Locate Nevada and the United States on an appropriate map.
APPROACHES STANDARD	<ul style="list-style-type: none"> Have difficulty independently identifying titles and symbols on simple maps. Inconsistently choose a map title and construct a key from given symbols. Inaccurately describe what a map or globe represents. Inconsistently recognize landforms and bodies of water on maps, globes, and photographs. Inaccurately read information from bar graphs and pictographs. Inconsistently recognize repetition of symbols or features on a map. Identify land and water on a full-color map but cannot apply the terms continent or ocean. Locate the United States on a world map.
BELOW STANDARD	<ul style="list-style-type: none"> Identify map titles and simple map symbols, with teacher assistance. Are unable to choose a map title or construct a key from given symbols. Are unable to describe what a map or globe represents. Recognize simple landforms or bodies of water on maps, globes, or photographs, with teacher assistance. Recognize information on bar graphs and pictographs with teacher assistance. Are unable to recognize repetition of symbols or features on a map. Cannot distinguish between land and water on a full-color map. Cannot locate either the United States or Nevada on a simple map.

Performance Level Descriptors
Geography
Grade 3

Content Standard 1.0	Map Use: The World in Spatial Terms: <i>Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Independently and consistently use cardinal directions. Identify and use intermediate directions on a compass rose to locate places on a map. Select and explain why a map or globe is appropriate for a given task. Generate own representations of geographic information using maps, globes, photographs, and graphs. Effectively design and construct a detailed map, including an appropriate title, elaborate map key, and a compass rose that includes cardinal and intermediate directions. Independently and consistently recognize different types of maps and may identify the different purposes of each. Thoroughly explain and consistently identify spatial patterns on a variety of maps. Explain the difference between a city and a state and give multiple examples of each. Locate Nevada on an unlabeled map of the United States and identify from memory all five border states. Locate the United States on a variety of unlabeled world maps and identify from memory the two bordering countries.
MEETS STANDARD	<ul style="list-style-type: none"> Identify and use the cardinal directions (N, S, E, W) on a compass rose to locate places on a map. Select the appropriate map or globe for a given task. Answer detailed geographic questions using maps, globes, photographs, and graphs. Independently construct a simple map, including an appropriate title, a minimum of five symbols in the map key, and a compass rose showing the cardinal directions. Recognize and differentiate among physical maps, political maps, and special purpose and thematic maps. Identify and explain the significance of spatial patterns on a map, such as population distribution in rural and urban areas. Explain the difference between a city and a state and give two examples of each. Locate Nevada on a labeled map of the United States and read the names of all five border states. Locate the United States on labeled map of the world and read the names of the two bordering countries.
APPROACHES STANDARD	<ul style="list-style-type: none"> Demonstrate some sense of the cardinal directions but inconsistently identify locations on a map. Inconsistently select the appropriate map or globe for a given task. Answer general questions using maps, globes, photographs, and graphs. Construct a simple map with assistance that may contain errors but includes appropriate title, symbols, and directions. Inconsistently recognize physical maps, political maps, and special purpose and thematic maps. Identify spatial patterns on a map but cannot explain or demonstrate an understanding of the patterns. Identify from a list of locations which are cities and which are states. Locate Nevada on a labeled map of the United States and read the names of the two border states. Locate the United States on a labeled map of the world but cannot identify either bordering country.
BELOW STANDARD	<ul style="list-style-type: none"> Inconsistently identify or use the cardinal directions on a compass rose to locate places on a map. Cannot select the appropriate map or globe for a given task. Lack ability to use maps, globes, photographs, or graphs to collect geographic information. Construct, with teacher assistance, a simple map that may contain errors in the title, symbols, and directions. Cannot recognize the differences among physical maps, political maps, or special purpose and thematic maps. Lack ability to identify or explain spatial patterns on a map. Cannot define or identify cities or states. Locate Nevada on a labeled map of the United States but cannot identify any border states. Cannot locate the United States on a labeled map of the world.

Performance Level Descriptors
Geography
Grade 5

Content Standard 1.0	Map Use: The World in Spatial Terms: <i>Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Use a variety of maps and map features, including directional orientation, map symbols, and grid systems, to identify and locate detailed geographic features in Nevada and the United States, given a specific problem-solving task. • Identify and interpret the characteristics and purposes of maps, globes, and other geographic representations used in narrative or visual display. • Compare and contrast similar information from photographs, maps, globes, graphs, and computer resources. • Design maps and charts to depict greater detail about human and physical features of the United States. • Interpret and analyze the content of maps of different areas of the United States, making inferences and drawing conclusions. • Respond to spatial questions about maps, using detailed geographic vocabulary. • List from memory states located in each of the major regions of the United States. • Label from memory a map of the United States with the names of the fifty states. • Describe the relative locations of the major cities of the United States.
MEETS STANDARD	<ul style="list-style-type: none"> • Use maps and map features, including directional orientation, map symbols, and grid systems to identify and locate major geographic features of Nevada and the United States. • Identify the characteristics and purposes of different maps and globes. • Read and derive information from photographs, maps, graphs, and computer resources. • Construct maps and charts to adequately display information about human and physical features, including landforms, weather and climate, bodies of water, vegetation and soils, population distribution, languages, housing, and economic activities of the United States. • Identify the purpose and summarize the content of various U.S. maps. • Answer spatial questions about a map using basic geographic vocabulary. • Identify major regions of the United States, including the West, Southwest, Midwest, Southeast, and Northeast. • Label a map of the United States with the names of the fifty states using an atlas. • Locate Washington, D.C., Los Angeles, Seattle, Denver, Chicago, Atlanta, and New York on a map of the United States.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Use simple maps and map features, including directional orientation, map symbols, and grid systems, to identify and locate major geographic features in Nevada and the United States. • Inconsistently identify the characteristics and purposes of maps and globes. • Read and derive geographic information from only a few sources, with teacher assistance. • Construct maps and charts to display information about human and physical features of the United States, but omit some key elements. • Identify the purpose of maps but have difficulty summarizing the content of maps of similar areas. • Have difficulty answering spatial questions about a map using basic geographic vocabulary. • Identify several major regions of the United States, including the West, the South, and the East. • Label a map of the United States with the names of thirty of the fifty states using an atlas. • Locate New York and Los Angeles on a map of the United States.

BELOW STANDARD	<ul style="list-style-type: none"> • Use simple maps and map features, including directional orientation and maps symbols, to identify and locate major geographic features in Nevada and the United States, with teacher assistance. • Have difficulty identifying the characteristics and purposes of maps and globes, with teacher assistance. • Read and derive geographic information from only a few sources. • Inadequately construct maps and charts to display limited information about human and physical features of the United States. • Identify only the purpose of maps, without summarizing the content. • Lack basic geographic vocabulary to answer spatial questions about a map. • Identify states in the western region of the United States. • Label a map of the United States with the names of twenty states using an atlas with teacher assistance. • Unable to locate any major cities of the United States on a map.
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Performance Level Descriptors
Geography
Grade 8

Content Standard 1.0	Map Use: The World in Spatial Terms: <i>Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Independently and consistently use maps and map skills, including scale, latitude and longitude, and projections, to identify and locate major geographic features in the United States and the world. Select the appropriate types of maps, map projections, and other geographic representations for a given task. Independently select the most appropriate maps, geographic representations, aerial photographs, satellite images, or computer resources to compare Earth's physical and human systems. Evaluate the effectiveness of maps or charts used to display information about physical and human features. Evaluate and interpret maps of similar areas for purpose, accuracy, content, and design. Make and defend a spatial decision applying advanced geographic vocabulary and concepts. Identify from memory countries located in each of the major regions of the world. Label from memory a map of the world with the names of prominent countries. Describe the relative locations of the major cities of the world.
MEETS STANDARD	<ul style="list-style-type: none"> Use maps and map skills, including scale, latitude and longitude, and projections, to identify and locate physical and human features in the United States and the world. Compare and contrast the characteristics and purposes of several types of maps, map projections, and other geographic representations. Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human features. Construct maps and charts to display information about human and physical features. Compare and contrast maps of similar areas for purpose, accuracy, content, and design. Make and defend a spatial decision applying basic geographic vocabulary and concepts (e.g., location of new schools, shopping centers, or landfills). Identify on a map major regions of the world, including Latin America, Oceania, East Asia, Indian subcontinent, and Europe. Identify from a list of prominent countries the relative location of each and the continent on which each is located. Locate the major cities of the world, including Beijing, Bombay (Mumbai), Buenos Aires, Cairo, Jakarta, London, Montreal, Moscow, Mexico City, Paris, Sydney, and Tokoyo, on a map using an atlas.
APPROACHES STANDARD	<ul style="list-style-type: none"> Use maps and map skills with teacher assistance, including scale, latitude and longitude, and projection, to identify and locate physical and human features in the United States and the world. Identify with teacher assistance the characteristics and purposes of several types of maps, map projections, and other geographic representations. Use with teacher assistance different geographic resources to compare Earth's physical and human features. Construct simple maps and charts, but may display inaccurate information about physical and human features. Compare and contrast maps of the same area for purpose, content, and design. Make a spatial decision using basic geographic vocabulary without rationale or application of geographic concepts. Identify major regions of the world using an atlas. Identify a list of prominent countries the continent on which each is located using an atlas. Locate several major cities of the world, including Beijing, London, Montreal, Moscow, Mexico City, and Sydney using an atlas with teacher assistance.

<p>BELOW STANDARD</p>	<ul style="list-style-type: none"> • Lack ability to use scale, latitude or longitude, or projection, to identify or locate any physical or human features on a map. • Lack ability to compare or contrast the characteristics or purposes of different types of maps or map projections. • Cannot use different geographic resources to compare Earth's physical and human features. • Construct maps or charts, with teacher assistance, to display information about physical and human features. • Have difficulty comparing and contrasting maps of the same area for purpose, content, or design. • Demonstrate limited understanding of basic geographic vocabulary and concepts. • Identify Latin America and Europe on a map with teacher assistance. • Locate five prominent countries on a map with teacher assistance. • Unable to locate any major cities of the world on a map.
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Performance Level Descriptors
Geography
Grade 12

Content Standard 1.0	Map Use: The World in Spatial Terms: <i>Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Consistently employ a variety of complex maps to organize and analyze geographic information relating to specific topics. Select and justify the use of appropriate maps, map projections, and other representations to analyze and apply geographic information. Select and prioritize the use of appropriate geographic tools and technologies, such as cartograms, climagraphs, population pyramids, and Geographic Information Systems, to analyze and interpret Earth's physical and human systems. Consistently construct from memory complex, accurate maps, charts, and models to answer questions about human and physical features and compare student maps with published maps to determine validity. Analyze and critique maps for similarities and differences in purpose, accuracy, content, and design in order to justify appropriate use. Predict outcomes by applying concepts and models of spatial organization to geographic issues.
MEETS STANDARD	<ul style="list-style-type: none"> Independently use a variety of complex (e.g., topographic, demographic, and land use) maps to acquire geographic information. Select appropriate maps, map projections, and other representations to analyze and interpret geographic information. Use appropriate geographic tools and technologies, such as cartograms, climagraphs, population pyramids, and Geographic Information Systems, to analyze and interpret Earth's physical and human features. Construct from memory complex, accurate maps and models to answer questions about the location of human and physical features. Analyze maps for similarities and differences in purpose, accuracy, content, and design. Apply concepts and models of spatial organization to make decisions about geographic information.
APPROACHES STANDARD	<ul style="list-style-type: none"> Use both physical and political maps to acquire geographic information. Acquire geographic information from teacher-selected maps, map projections, and other representations. Use simple geographic tools and technologies, such as climagraphs and population pyramids, with teacher assistance, to acquire information about Earth's physical and human systems. Construct from memory simple, accurate maps to answer questions about the location of human and physical features. Identify the similarities and differences in the purpose and content of maps. Recognize concepts and models of spatial organization but lack ability to make decisions about geographic information.
BELOW STANDARD	<ul style="list-style-type: none"> Use simple physical and political maps to recognize geographic information, with teacher assistance. Recall geographic information from teacher-selected maps, map projections, or other representations. Use basic geographic tools such as charts and graphs to locate information about Earth's physical and human features. Construct from memory simple maps that may contain inaccurate elements. Cannot consistently identify similarities or differences in purpose or content of maps. Recognize a simple model of spatial organization with teacher assistance.

Performance Level Descriptors
Geography
Grade 2

Content Standard 2.0	Places and Regions: <i>Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Identify four or more basic types of landforms and bodies of water. • Compare and contrast traditions and customs that families practice. • Give examples of how technology has affected students' lives. • Describe changes that have occurred over time at home, at school, or in the neighborhood. • Describe how the different areas in the home or classroom are used.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify two basic types of landforms and bodies of water. • Identify four traditions and customs that other families practice. • Give four examples of how technology is used in the home and classroom. • Identify changes that have occurred over time at home, at school, or in the neighborhood. • Identify five areas that have different purposes in the home or classroom.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify basic types of landforms and bodies of water, with teacher assistance. • Identify two traditions and customs that other families practice. • Give two examples of how technology is used in the home and classroom. • Arrange pictures in sequence to represent how changes have occurred over time at home, at school, or in the neighborhood. • Identify two areas that have different purposes in the home or classroom.
BELOW STANDARD	<ul style="list-style-type: none"> • Inconsistently identify basic types of landforms or bodies of water, with teacher assistance. • Identify traditions or customs practiced by their own families. • Give one example of how technology is used in the home. • Arrange pictures in sequence, with teacher assistance, to identify that changes have occurred over time in different locations. • Sort simple articles, with teacher assistance, to match their purpose with the appropriate area in the home.

Performance Level Descriptors
Geography
Grade 3

Content Standard 2.0	Places and Regions: <i>Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Identify and compare the differences among physical features, such as landforms, weather and climate, bodies of water, vegetation and soils; and human features, such as population distribution, languages, types of housing, and types of economic activities, utilizing a variety of visual materials, data sources, and narrative. Explain the similarities and differences among language, music, stories, and art as an expression of different customs or cultures. Compare and contrast how people view their own community with other communities. Explain how and why communities use different types of technology. Identify an historic landmark and explain the significance of the event that took place there. Create time lines or other pictorial representations that depict changes that occur in the same place over time. Produce a map or visual representation depicting the necessary elements of a neighborhood or community.
MEETS STANDARD	<ul style="list-style-type: none"> Observe and describe the differences among physical features, such as landforms, weather and climate, bodies of water, vegetation and soils; and human features, such as population distribution, languages, types of housing, and types of economic activities, utilizing a variety of visual materials, data sources, and narratives. Identify and distinguish among expressions of different customs and cultures by examining language, music, stories, and art. Identify and discuss how people view their own communities. Identify and list how communities use different types of technology. Identify an historic landmark and describe the event that took place there. Sequence chronologically time lines or other pictorial representations that depict changes that occur in the same place over time. Identify and categorize where people live, work, and play within their neighborhoods or communities.
APPROACHES STANDARD	<ul style="list-style-type: none"> Demonstrate a limited understanding of the differences among physical features, such as landforms, weather and climate, bodies of water, vegetation and soils; and human features, such as population distribution, languages, types of housing, and types of economic activities, utilizing visual materials. Exhibit limited understanding of customs or culture after comparing language, music, stories, and art, with teacher assistance. Identify how they personally view their communities. Create incomplete listing of how communities use different types of technology. Identify an historic landmark but have difficulty describing the event that took place there. Sequence time lines or other pictorial representations that depict changes that occur in the same place over time, with teacher assistance. Sort by appropriate type of activities that illustrate where people live, work, and play within their neighborhood or community.
BELOW STANDARD	<ul style="list-style-type: none"> Distinguish between physical and human features. Confuse different aspects of culture, including language, music, stories, or art. Cannot identify their view of the community. Identify simple types of technology within communities. Identify an historic landmark but lack knowledge of the event that took place there. Sequence simple pictorial representations that depict changes that occur in the same place over time. Sort with teacher assistance simple activities that illustrate where people live, work, and play within their neighborhood or community.

Performance Level Descriptors
Geography
Grade 5

Content Standard 2.0	Places and Regions: <i>Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Compare and contrast physical and human features and cultural characteristics of several places or regions of the United States illustrated in a narrative or visual display. • Research independently to find examples in a community or region that reflect unique cultural attributes. • Compare and contrast the characteristics of different communities and states from a variety of perspectives. • Demonstrate extensive knowledge of the effects of the use of technology in different communities in the United States. • Independently identify and describe in detail the location and relevance of historical events. • Understand how the community and Nevada have changed over time, giving examples that use a time line, pictorial representation, narrative summary, or interview. • Independently use a variety of descriptive criteria to identify and define different types of regions.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify and list physical and human features and cultural characteristics of places and regions in the United States. • Identify examples in a community or region that reflect cultural identity. • Describe the characteristics of the community and Nevada from different perspectives. • Identify the effects of the use of technology in different communities in the United States. • Identify and describe the location of selected historical events. • Describe how the community and Nevada have changed over time. • Identify the criteria used to define different types of regions.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify physical and human features, but have difficulty with cultural characteristics of places and regions in the United States. • Identify simple examples of a community's cultural identity, with teacher assistance. • Describe simple characteristics of the community and Nevada from a singular perspective. • Identify simple examples of the use of technology and their effects in the community. • Identify and describe the location of selected historical events, with teacher assistance. • Recognize obvious, but not subtle, changes within the community or state over time. • Identify simple criteria to define different types of regions, with teacher assistance.
BELOW STANDARD	<ul style="list-style-type: none"> • Demonstrate little or no knowledge of physical and human features or cultural characteristics of places and regions of the United States. • Cannot identify any community examples of cultural identity. • Describe with teacher assistance simple characteristics of a community. • Identify simple examples of technology in the community. • Require teacher assistance to identify the location of historical events. • Require teacher assistance and a pictorial display to identify obvious physical changes within the community over time. • Use simple information to identify different types of regions, with teacher assistance.

Performance Level Descriptors
Geography
Grade 8

Content Standard 2.0	Places and Regions: <i>Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Explain the relationships that exist between the physical and human features of places and regions. • Evaluate the characteristics of places, regions, and belief systems as they relate to the expression of cultural identity. • Compare and contrast a place or region from the points of view of various cultures. • Predict ways in which technology will affect how cultural groups will use places and regions in the future. • Evaluate the role regions play in historical events and historical movements. • Predict how and why a region will change over time. • Analyze and illustrate the relationship between the physical and cultural characteristics of a region.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe the relationship between physical and human features, such as landforms and political boundaries. • Explain how places, regions, and belief systems are important to the expression of cultural identity. • Compare how cultural characteristics affect different points of view with regard to places and regions. • Describe ways in which technology affects how cultural groups use places and regions. • Evaluates the role regions play in historical events. • Describe how and why regions change over time. • Illustrate the relationship between the physical and cultural characteristics of a region.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify physical and human features and describe the relationship between the two with teacher assistance. • Match a region, place, or belief system to an appropriate cultural group or expression of cultural identity. • Identify differing cultural perspectives, but cannot describe their effects on perceptions of places and regions. • Identify the forms of technology used by different cultural groups but cannot describe their impact on different places and regions. • Identify the regions in which certain historical events occurred. • Identify the changes that have occurred in a region over time. • Describe one simple connection between a physical and a cultural characteristic in a region.
BELOW STANDARD	<ul style="list-style-type: none"> • Cannot describe the relationship between physical and human features. • Match a region, place, or belief system to an appropriate cultural group or expression of cultural identity, with teacher assistance. • Demonstrate limited knowledge of different cultural characteristics. • Describe simple forms of technology used by different cultural groups. • Match the regions in which major historical events occurred, with teacher assistance. • Identify simple changes that have occurred in a region over time. • Cannot describe the connection between a physical and cultural characteristic.

Performance Level Descriptors
Geography
Grade 12

Content Standard 2.0	Places and Regions: <i>Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Predict and evaluate the consequences of how relationships between humans and the physical environment lead to the development of connections among places and regions. • Develop a model that describes the features of places and regions that contribute to cultural identity and categorizes the resulting unification and fragmentation. • Analyze significant conclusions drawn from the evaluation of the characteristics of places and regions from different points of view. • Predict how technology will affect the way cultural groups will perceive and use places and regions in the future and compare this perception and use to the past. • Analyze historical issues and answer questions using the geographic concept of regions and, on that basis, predict possible future trends within the region. • Analyze the different sets of criteria used over time to define a given place or region and predict the next criteria that will be applied, applying and extending the appropriate pattern of change. • Apply the concept of region to organize and study a geographic issue, predicting how other forces in the region will impact the issue.
MEETS STANDARD	<ul style="list-style-type: none"> • Determine how relationships between humans and the physical environment lead to the development of connections among places and regions. • Explain why places and regions are important to cultural identity and serve as forces for unification and fragmentation. • Compare and contrast the characteristics of places and regions from different points of view. • Determine how technology affects the way cultural groups perceive and use places and regions. • Analyze historical issues and answer questions using the geographic concept of regions as the central rationale. • Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate the patterns of change. • Apply the concept of region to organize and study a geographic issue.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify how relationships between humans and the physical environment lead to connections among places. • Describe why and how places and regions are important to cultural identity, either by unification or fragmentation. • Describe the characteristics of places and regions from one point of view. • Describe how technology affects the way people use places and regions. • Identify historical issues and questions that utilize the geographic concepts of regions. • Identify the different sets of criteria used to define a given place or region over time. • Use the concept of region to describe a geographic issue.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify relationships between humans and the physical environment. • Recall with teacher prompting why places and regions are important to cultural identity. • Identify simple characteristics of places and regions. • Give an example of how technology affects the way people use places and regions. • Describe, with teacher assistance, an historic issue that utilizes the geographic concept of region. • List simple criteria used to define a given place or region. • Identify, with teacher assistance, a geographic issue specific to a region.

Performance Level Descriptors
Geography
Grade 2

Content Standard 3.0	Physical Systems: <i>Students understand how physical processes shape Earth's surface patterns and ecosystems.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Predict the weather conditions in the community for several days ahead during each of the traditional four seasons. Construct a model of a simple ecosystem, including the basic elements of air, water, weather, food, shelter, and animal and plant life.
MEETS STANDARD	<ul style="list-style-type: none"> Recognize and describe the weather conditions typical for each of the traditional four seasons in the community. Label some of the basic elements of an ecosystem, including air, water, weather, food, shelter, and animal and plant life, on a simple diagram.
APPROACHES STANDARD	<ul style="list-style-type: none"> Identify pictures of weather conditions for each of the traditional four seasons in the community. Select from a list some of the basic elements of a simple ecosystem, including air, water, weather, food, shelter, and some animal and plant life.
BELOW STANDARD	<ul style="list-style-type: none"> Name the four traditional seasons, with teacher prompting. Recall an element of a simple ecosystem.

Performance Level Descriptors
Geography
Grade 3

Content Standard 3.0	Physical Systems: <i>Students understand how physical processes shape Earth's surface patterns and ecosystems.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Create a model or visual representation of a land and a water habitat, including appropriate plants and animals. • Independently create a model or visual representation of a natural hazard. • Compare and contrast the features of different types of ecosystems, including living and non-living elements, location, weather, climate, soil, vegetation, and animal life. • Construct a map illustrating the distribution of various ecosystems on Earth. • Construct a complex model of an ecosystem that includes representations of location and distribution, weather and climate, soil and vegetation, and animal life for a pond, stream, or field.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify appropriate land and water habitats for selected plants and animals. • Identify and describe natural hazards, such as floods, wildfires, volcanic eruptions, and earthquakes. • Compare different types of ecosystems for elements such as living and non-living elements, location, climate, weather, vegetation, or animal life. • Locate various ecosystems in their community using maps and photographs. • Construct a simple model of an ecosystem that includes illustrations of location, climate, vegetation, and animal life for a pond, stream, or field.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe appropriate land and water habitats for selected plants and animals with teacher assistance. • Identify pictures of natural hazards, such as floods, wildfires, volcanic eruptions, and earthquakes. • Compare different types of ecosystems for living and non-living elements, location and vegetation. • Locate one type of ecosystem in their community using a map and photographs. • Construct a simple model of an ecosystem that includes location and vegetation for a pond, stream, or field.
BELOW STANDARD	<ul style="list-style-type: none"> • Place selected plants and animals in appropriate habitats using teacher-provided materials. • Identify two pictures of natural hazards such as floods, wildfires, volcanic eruptions, and earthquakes. • Compare, with teacher assistance, different types of ecosystems for location and vegetation. • Locate, with teacher assistance, one type of ecosystem on Earth, using a map. • Illustrate the living and non-living elements, location, and vegetation of an ecosystem using teacher-provided materials.

Performance Level Descriptors
Geography
Grade 5

Content Standard 3.0	Physical Systems: <i>Students understand how physical processes shape Earth's surface patterns and ecosystems.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Explain the components of the Earth's four basic physical systems (atmosphere, lithosphere, hydrosphere, and biosphere) and describe the processes within each. • Compare and contrast the patterns of specific historical examples of natural hazards for location, frequency, intensity, and other physical and human consequences. • Analyze and illustrate the interrelationship of soil, climate, plant life, and animal life for a specific ecosystem. • Compare and contrast the major features of the local ecosystem with other major ecosystems in the state, region, or Earth. • Analyze and compare several types of ecosystems by answering and illustrating geographic questions about characteristics, location, and distribution on Earth.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify the Earth's four basic physical systems (atmosphere, lithosphere, hydrosphere, and biosphere) and give several examples of the components of each. • Define and give historical examples of natural hazards, including floods, wildfires, earthquakes, volcanic eruptions, tornadoes, hurricanes, and tsunamis. • Identify the parts of different ecosystems, including soil, climate, plant life, and animal life. • Locate and describe major ecosystems on Earth, including deserts, rain forests, mountains, and prairies. • Investigate one type of ecosystem by asking and answering geographic questions about characteristics, location, and distribution on Earth.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify the differences between air, land, water, and life. • Distinguish among photographs of floods, wildfires, volcanic eruptions, earthquakes, volcanic eruptions, tornadoes, hurricanes, and tsunamis. • Identify the parts of one local ecosystem, describing soil, climate, plant life, and animal life. • Locate and describe one example each of a major desert and rain forest ecosystem on Earth. • Illustrate the location and distribution of one type of ecosystem on Earth.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify the differences between air, land, water, and life, with teacher assistance. • Distinguish among photographs of floods, wildfires, earthquakes, volcanic eruptions, tornadoes, hurricanes, and tsunamis, with teacher assistance. • Distinguish between soil, climate, plant life, and animal life in one local ecosystem, with teacher assistance. • Locate on a map a major desert or rain forest ecosystem. • Illustrate the location of one type of ecosystem on Earth using teacher-provided materials.

Performance Level Descriptors
Geography
Grade 8

Content Standard 3.0	Physical Systems: <i>Students understand how physical processes shape Earth's surface patterns and ecosystems.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Predict how change within the atmosphere, lithosphere, hydrosphere, or biosphere would impact the Earth's surface. • Explain why natural hazards are most likely to occur in specific regions. • Describe and analyze a local ecosystem, focusing on the interdependence among soil, climate, plant life, and animal life. • Explain why ecosystems differ from place to place using several outside resources. • Construct and defend a hypothesis identifying changes over time in a local ecosystem.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain how physical processes within the atmosphere, lithosphere, hydrosphere, or biosphere influence the Earth's surface. • Explain how natural hazards alter the Earth's features and patterns. • Describe the interdependence among soil, climate, plant life, and animal life within ecosystems. • Compare and contrast the biodiversity and productivity of various ecosystems on the Earth. • Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw a conclusion.
APPROACHES STANDARD	<ul style="list-style-type: none"> • List simple examples of the physical processes within the atmosphere, lithosphere, hydrosphere, and biosphere. • Identify how natural hazards alter the Earth's features. • Define interdependence and give a simple example within an ecosystem. • Categorize by one simple characteristic the different ecosystems on the Earth. • Describe the changes that occur in an ecosystem over time.
BELOW STANDARD	<ul style="list-style-type: none"> • List the four basic physical systems: atmosphere, lithosphere, hydrosphere, and biosphere. • List five natural hazards. • Recognize that plant and animal life are dependent upon soil and climate. • Match three different ecosystems with appropriate illustrations or photographs. • List changes that occur in an ecosystem over time.

Performance Level Descriptors
Geography
Grade 12

Content Standard 3.0	Physical Systems: <i>Students understand how physical processes shape Earth's surface patterns and ecosystems.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Create a project illustrating the interactions of the atmosphere, lithosphere, hydrosphere, and biosphere and the impacts on one region of the United States or the world. • Predict how natural hazards affect human settlements in different regions of the United States or the world. • Apply the concept of ecosystem to analyze a problem with environmental implications. • Formulate a hypothesis about the biodiversity, distribution, and productivity of ecosystems across the Earth's surface. • Present, in a public forum, alternatives that utilize the concept of ecosystems to solve environmental problems.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe how the interactions of the atmosphere, lithosphere, hydrosphere, and biosphere affect the different regions of the United States and the world. • Describe the causes and consequences of natural hazards that shape features and patterns on the Earth. • Analyze the effects of physical and human forces on the interdependence within ecosystems. • Analyze the biodiversity, distribution, and productivity of ecosystems across the Earth's surface. • Propose solutions to environmental problems using the concept of ecosystems.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Recognize and categorize the interactions of the atmosphere, lithosphere, hydrosphere, and biosphere in several different regions of the United States and the world. • Distinguish causes and consequences among different natural hazards and their impact on the Earth's features. • Explain the effects of physical and human forces on the interdependence within ecosystems. • Create a map that illustrates the distribution and productivity of different ecosystems across the Earth's surface. • Generate two alternative solutions to an environmental problem using the concept of ecosystems.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify which of the four basic systems are involved in simple interactions in several different regions of the United States or the world. • Recognize the consequences of different natural hazards and their impact on the Earth's features. • Identify the effects of physical and human forces on ecosystems. • Create a map that illustrates the distribution of one type of ecosystem on the Earth's surface. • Select from a list of alternatives one solution to an environmental problem using the concept of ecosystems.

Performance Level Descriptors
Geography
Grade 2

Content Standard 4.0	Human Systems: <i>Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Collect data about a given location (e.g., classroom, hallway, lunchroom, street) and construct a visual model of population distribution. • Give accurate and efficient oral directions to several subsequent locations without returning to the initial starting point. • Illustrate and explain how different people, goods, and ideas have moved historically. • Explain why people in rural and urban communities live differently. • Identify and list examples of goods and services, justifying category placement. • Trace the origin of an economic product, using map resources. • Identify and list examples of wants and needs, justifying category placement and explaining how people fulfill or acquire each. • Generate a list of community groups to which classmates and their family members could belong. • Identify places where cooperation and conflict occur in the community and offer suggestions for resolution.
MEETS STANDARD	<ul style="list-style-type: none"> • Use a school map to construct a visual model of population distribution. • Give accurate oral directions from one location to another within their school or community. • Categorize four different ways to move people, goods, and ideas. • Compare three differences between rural and urban communities. • Sort and explain the differences between goods and services. • Use a map or chart to display information about an economic product (e.g., clothing, backpack, personal item, or food item). • Distinguish between wants and needs and describe how people fulfill or acquire them. • List different groups to which people belong. • Identify places and occasions where cooperation and conflict can occur at school.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Write on a school map the number of students in each classroom. • Give simple oral directions from one location to another within their home or school. • List several different ways to move people and goods. • Identify pictures of rural and urban communities. • Construct a simple list of economic goods. • Find pictures of economic products. • Distinguish between wants and needs. • Identify names of groups from a mixed list of terms. • Discriminate between cooperation and conflict from a list of situations and places.
BELOW STANDARD	<ul style="list-style-type: none"> • Write on a school map the number of students in each classroom, with teacher assistance. • Give simple oral directions, with teacher assistance, from one familiar location to another. • List ways that people travel. • Identify pictures of rural and urban communities, with teacher prompting. • Identify economic goods, with teacher prompting. • Find pictures of an economic product, with teacher assistance. • Identify personal wants and needs, with teacher assistance. • Identify groups within the classroom or school. • Give examples of cooperation and conflict in the home or at school.

Performance Level Descriptors
Geography
Grade 3

Content Standard 4.0	Human Systems: <i>Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Suggest reasons for differences in population distribution in different areas. • Create a detailed map that clearly illustrates how to get from one location to another. • List and describe the advantages and disadvantages of different types of transportation and communication networks in daily life. • Compare and contrast the characteristics of rural, suburban, and urban communities through charts, diagrams, or other visual displays. • Explain why the sources of goods and services are located where they are. • Create a map, flow chart, or visual display to represent the results of an independent investigation of an economic product. • Identify patterns of similarity and differences in the wants and needs of people in different communities. • Explain how and why various organizations influence a community. • Identify patterns of similarity and differences in how conflict and cooperation affect places in various communities.
MEETS STANDARD	<ul style="list-style-type: none"> • Construct a graph or chart to compare population distribution in different areas, using climate, precipitation, length of growing seasons, natural resources, and other physical features. • Draw a simple map that illustrates how to get from one location to another. • Identify and list types of transportation and communication networks in daily life. • Describe the characteristics of and distinguish among rural, suburban, and urban communities. • Locate sources of goods and services in the community using materials such as newspapers, telephone books, maps, or other media sources. • Investigate an economic product by asking and answering questions about location, including location of raw materials, processing or manufacturing, and distribution of products). • Compare and contrast the wants and needs of people in different communities and the means used to fulfill those wants and needs. • Describe the different purposes of various organizations (e.g., Scouts, Little League, 4-H). • Describe how cooperation and conflict affect places in different communities.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Construct a simple graph or chart to indicate population distribution in different areas. • Draw a line showing how to get from one location to another on a map provided by the teacher. • Produce a simple list of transportation networks in daily life. • Identify the differences among rural, suburban, and urban communities. • Locate sources of goods and services in the community, with teacher direction. • Research an economic product by answering simple questions about location of raw materials, manufacturing of the product, and distribution of the product. • Identify the wants and needs of people in different communities. • List various community organizations and categorize them by purpose. • Identify examples of cooperation and conflict in the community.
BELOW STANDARD	<ul style="list-style-type: none"> • Construct a simple chart, with teacher assistance, illustrating population distribution. • Trace a line drawn by the teacher showing how to get from one location to another. • Select pictures illustrating transportation networks. • Identify pictures illustrating rural, suburban, and urban communities. • Differentiate between goods and services in the community. • Place in correct order pictures illustrating the location of raw materials, the manufacturing process, and the distribution of the product. • List, with teacher assistance, personal wants and the means that might be used to fulfill them. • Select, from a mixed list of names, various community organizations. • Identify situations of cooperation and conflict at school.

Performance Level Descriptors
Geography
Grade 5

Content Standard 4.0	Human Systems: <i>Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Explain differences in population distribution within Nevada, the United States, and the world, using a variety of print and multimedia materials. • Use local examples to illustrate the push-pull factors of human migration and settlement and evaluate both positive and negative impacts • Design and construct a visual display, including maps and time lines that illustrate specific examples of the historical movements of people, goods, and ideas. • Identify and define trends that describe the differences among rural, suburban, and urban migration patterns and settlements, using an historical context. • Construct a model to illustrate the sources of various economic goods and map the movement between states or countries. • Investigate a local economic issue by asking and answering geographic questions and presenting the research and conclusions to an appropriate audience. • Compare and contrast the differences in economic development and quality of life among countries in North America, offering reasons for such differences and predicting future shifts in such patterns. • Analyze types of organizations located within different geographic regions. • Draw conclusions about issues of cooperation and conflict within the United States, illustrating demographic patterns of religion, economic resources, language, political beliefs, race, education, or other factors.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain differences in population distribution within Nevada and the United States. • Identify the push-pull factors influencing human migration and settlement. • List examples of historical movements of people, goods, and ideas. • Describe the differences among rural, suburban, and urban migration and settlement. • Identify the sources of various economic goods and describe their movement between states or countries. • Investigate an economic issue by asking and answering questions about location. • Identify differences in the economic development and quality of life among the countries in North America. • Describe why types of organizations may differ by geographic region. • Describe issues of cooperation and conflict within the United States.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Explain simple differences in population distribution within Nevada and among major states in the United States. • List simple reasons for human migration and settlement. • List simple examples of the historical movement of people and goods in the United States. • Categorize as rural, suburban, or urban a simple list of the major characteristics of migration and settlement. • Identify the sources of several simple economic goods and trace their movements between states or countries. • Investigate an economic issue by asking a simple geographic question. • Investigate a simple economic development and quality of life for several countries in North America and identify some key differences. • Describe different types of organizations. • Identify examples of cooperation and conflict within the United States.

<p>BELOW STANDARD</p>	<ul style="list-style-type: none"> • Identify several large cities and small towns within Nevada and several states with small and large populations. • Explain why families move and what effects a move might have on their lives. • Explain a simple example of the historical movement of people, with teacher assistance. • Identify visual examples of rural, suburban, and urban settlements. • Identify the country of origin for several economic goods found in the classroom or in their clothing. • Investigate a simple economic issue, with teacher assistance. • Identify countries in North America with advanced economic development and high standards of living. • Identify organizations from a teacher-prepared list. • Label teacher-provided examples as either cooperation or conflict.
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Performance Level Descriptors
Geography
Grade 8

Content Standard 4.0	Human Systems: <i>Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Compare and contrast the demographic characteristics of developed and developing countries, recognizing and describing trends or patterns. • Demonstrate how the patterns of human migration alter the characteristics of a place and region. • Illustrate the changes in a given place across different periods of history because of the movement of people, goods, and ideas. • Explain past and current patterns and predict future patterns of rural-urban migration in the United States and a developing country. • Investigate and summarize the advantages and disadvantages of locating a major distribution center in a particular region. • Create an illustration to analyze a regional or international economic issue from a spatial perspective. • Analyze the elements of economic development and quality of life in a developing country and plan a course of economic development for the next 20 years. • Describe the size and structure of one cultural, political, or economic organization and analyze its capacity to adapt and change. • Analyze the contributing political, economic, and cultural factors in a current or historical event that caused cooperation or conflict among people. • Analyze how trans-regional alliances or international organizations successfully influence cooperation among countries.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe the characteristics of developed and developing countries using key demographic concepts. • Describe the reasons for human migration and settlement, and explain the effects on places and cultures. • Describe how an historical event was affected by the movement of people, goods, and ideas. • Identify the different patterns of migration and settlement in developing and developed countries. • Explain how the physical and human geography of regions influences their economic activities. • Identify a regional or international economic issue and explain it from a spatial perspective. • Compare the elements of economic development and quality of life between developing and developed countries. • Compare and contrast changes in cultural, political, and economic organizations over time. • Compare how cooperation and conflict among people contribute to political, economic, and cultural divisions on Earth's surface. • Identify trans-regional alliances and international organizations that influence cooperation and conflict among countries.
APPROACHES STANDARD	<ul style="list-style-type: none"> • List and define several basic demographic concepts, such as life expectancy, infant mortality rate, literacy rate, per capita income, and gross domestic product. • List reasons for human migration and settlement. • Identify a historical event that involved movement of people, goods, or ideas. • Identify the pattern of migration and settlement in one developed and one developing country. • List, with teacher assistance, the factors that influence the location of economic activities. • List several international economic issues and identify the world regions that they affect. • List the elements of economic development and quality of life for one developed and one developing country, with teacher assistance. • List changes in cultural, political, or economic organizations over time. • List economic or cultural reasons for conflict that contribute to political divisions on Earth's surface. • List international groups that influence cooperation or cause conflict among countries.

BELOW STANDARD	<ul style="list-style-type: none"> • Define one basic demographic concept. • Give examples of movement of people, goods, or ideas. • Draw a simple time line showing the movement of a particular group of people. • Explain the difference between a developed and a developing country. • Trace the location and movements of a simple economic product on a map. • List several regional economic issues. • List and define three indicators of economic development. • Give one example each of a cultural, political, and economic organization. • List reasons for conflict in different regions of the world. • Give an example of an international group that influences cooperation or causes conflict among countries.
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Performance Level Descriptors
Geography
Grade 12

Content Standard 4.0	Human Systems: <i>Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Develop and defend hypotheses regarding demographic trends in world population using appropriate geographic technology. • Predict the impact of migration and settlement on a selected physical and human system (e.g., building at Lake Tahoe or water in Las Vegas). • Design and create a project to analyze how history has been affected by cultural diffusion in the movement of people, goods, and ideas. • Analyze the socioeconomic changes that occur as the characteristics and patterns of migration and settlement change over time in developing and developed countries. • Use multiple points of view to evaluate the advantages and disadvantages of location and distance as these factors connect and influence economic systems at local, national, and international levels. • Formulate reasoned arguments regarding the spatial causes and geographic consequences of international economic issues. • Design a project that will illustrate the connection between economic development and quality of life in developed and developing countries. • Predict the impact of changes that occur in the size and structure of cultural, political, and economic organizations. • Compare and contrast how different cultures, points of view, and self-interests influence cooperation and conflict over territory and resources throughout history. • Analyze the forces of cooperation and conflict as they affect the way the world is divided among countries and influenced by transregional alliances and multinational organizations.
MEETS STANDARD	<ul style="list-style-type: none"> • Analyze demographic trends in world population using appropriate geographic technology. • Evaluate the impact of migration and settlement on physical and human systems (e.g., suburban development, adequate housing, infrastructure stress, traffic patterns, or police and fire protection). • Analyze how history has been affected by the movement of people, goods, and ideas. • Compare and contrast the characteristics and patterns of migration and settlement in developing and developed countries. • Analyze how location and distance connect and influence economic systems at local, national, and international levels. • Analyze and evaluate international economic issues from a spatial perspective. • Predict the impact of changes in the level of economic development on the quality of life in developed and developing countries. • Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations. • Analyze how different cultures, points of view, and self-interests influence cooperation and conflict over territory and resources. • Describe the forces of cooperation and conflict as they affect the way the world is divided among countries.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Compare past and present demographic trends in world population. • Describe the impact of migration and settlement on physical and human systems. • Examine and summarize how history has been affected by the movement of people, goods, and ideas. • Identify the patterns of migration and settlement in developing and developed countries. • Identify how location and distance connect and influence economic systems at local, national, and international levels. • Use a spatial perspective to discuss an international economic issue. • Recognize that the level of economic development is related to quality of life in developed and developing countries. • Describe the size and structure of several cultural, political, and economic organizations. • Identify how United States interests influence cooperation and conflict over territory and resources. • Identify the forces of cooperation and conflict as they affect the way the world is divided among countries.

BELOW STANDARD	<ul style="list-style-type: none"> • Recognize demographic trends in world population from materials provided by the teacher. • Identify the impact of migration and settlement on physical and human systems. • Cite an example of how history has been affected by the movement of people, goods, and ideas. • List the characteristics of migration and settlement in developing and developed countries. • Identify how location and distance connect and influence economic systems at local, national, and international levels, with teacher assistance. • Recognize the impact of an international economic issue on students' lives. • List the elements of economic development and quality of life in developed and developing countries. • Identify examples of cultural, political, and economic organizations. • List examples of cooperation and conflict over territory and resources. • List the forces of cooperation and conflict in the world.
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Performance Level Descriptors
Geography
Grade 2

Content Standard 5.0	Environment and Society: <i>Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Prepare an illustrated booklet that compares and contrasts how people shape their physical environment at home and school in different climatic regions. • Independently create a pictorial representation illustrating various items and their origins in the physical environment.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify how people shape their physical environment at home and school. Examples might include lighting, heating, and cooling.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify two simple ways in which people shape the physical environment at home and school.
BELOW STANDARD	<ul style="list-style-type: none"> • Share ideas about how people shape their physical environment at home and school, with teacher prompting.

Performance Level Descriptors
Geography
Grade 3

Content Standard 5.0	Environment and Society: <i>Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Describe and give supporting evidence of tools, machines, and other technologies that have changed the physical environment. Develop a chart that compares different ways people modify their physical environment, and suggest reasons for the differences. Investigate how humans depend on natural resources and predict changes in use over the next 20 years. Select a natural resource available within a community and describe in detail the way it is modified for current use; then suggest how it should be managed for the future.
MEETS STANDARD	<ul style="list-style-type: none"> List tools, machines, or other technologies that have changed the physical environment. Compare different ways that people modify the physical environment, such as building irrigation projects, clearing land for housing projects, building roads, and building parks. List examples of ways people depend on natural resources (e.g., water, food, shelter). List examples of how people modify and manage natural resources within their communities.
APPROACHES STANDARD	<ul style="list-style-type: none"> Select, from a list, tools, machines, or other technologies used to change the physical environment. Identify different ways that people modify the physical environment, but omit essential information or report it inaccurately. Identify the ways humans depend on natural resources, from a teacher-provided list. Describe orally, with teacher prompting, how people modify and manage natural resources within their communities.
BELOW STANDARD	<ul style="list-style-type: none"> Identify pictures of tools, machines, or other technologies that have changed the physical environment. List ways that people modify the physical environment, with teacher assistance. List two ways humans depend on natural resources, with teacher assistance. Identify pictures that illustrate how people modify natural resources within their communities.

Performance Level Descriptors
Geography
Grade 5

Content Standard 5.0	Environment and Society: <i>Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Evaluate the cause and effect relationship between changes in the human environment and human activity (e.g., the effects of weather, climate, and availability of water on agriculture, types of housing, and other activities in the community or state). • Create a time line or other pictorial representation to illustrate how one aspect of a physical environment has been altered by technology. • Construct a model to demonstrate the impact of human modification of the physical environment on the people who live in that location. • Design and produce a map illustrating the patterns of distribution and use of two natural resources in the United States. • Compare and contrast the impact of the use of a resource in the United States and another place in the world.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe and provide examples of ways in which changes in the physical environment affect humans (e.g., the effects of weather and climate, availability of water). • Describe and provide examples of places in the United States whose environment has been altered by technology. • Explain and provide examples of the impact of human modification of the physical environment on the people who live in that location. (for example, construction limiting availability of water, flood channels, mining) • Describe and illustrate the pattern of distribution and use of natural resources such as, water, minerals, forests, wind. • Compare the differences in ways people in the United States and another place in the world use the same resource.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Provide examples of ways in which changes in the physical environment affect humans. • Recognize simple examples of places in the United States where the physical environment has been altered by technology. • Give a simple example of the impact of human modification of the physical environment on the people who live in that location. • Illustrate on a map the pattern of distribution of one natural resource in the United States. • Identify pictures of different ways that different people use the same resource. • Identify the differences in ways people in Nevada use the same resource in the United States and another place in the world.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify pictures in which changes in the physical environment affect humans. • Display limited understanding of how places in the United States have altered by technology, with teacher assistance to provide examples. • Discuss, with teacher direction, the impact of human modification of the physical environment on the people who live in that location. • Color a map, with teacher assistance, to show patterns of distribution of one natural resource in the United States. • Identify, with teacher assistance, differences in ways people in the United States and another place in the world use the same resource.

Performance Level Descriptors
Geography
Grade 8

Content Standard 5.0	Environment and Society: <i>Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Predict and defend possible outcomes of regional or global changes in the physical environment, using specific, detailed examples. • Summarize the effect of an undesirable change in the physical environment (e.g., flooding for weeks in an urban area) on human activities and suggest how people might mitigate the problem over both the short term and the long term. • Rank and evaluate major technological innovations based upon the impact of their modification of the physical environment. • Develop a presentation to visually represent and analyze the patterns of change caused by human modification of the physical environment. • Compare and contrast how humans prepare for and react to the same natural hazards in different regions of the United States. • Create maps to illustrate patterns of distribution of renewable and nonrenewable resources. • Develop and implement a plan to conserve or utilize a selected resource after evaluating different viewpoints regarding its use.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe and predict the regional or global impact of changes in the physical environment. • Compare and contrast the opportunities and constraints that the physical environment places on human activity. • Evaluate the role of technology in the human modification of the physical environment and provide examples (such as explosives, steam power, computer technology). • Describe the patterns of change caused by human modification of the physical environment. • Research a specific natural hazard and document its effect on human systems. • Identify and locate examples of renewable and nonrenewable natural resources. • Select a resource (e.g., forests, water, minerals) and evaluate different viewpoints regarding its use.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe the regional or global impact of changes in the physical environment. • Compare and contrast the opportunities and constraints the physical environment places on human activity, but omit essential information or reports it inaccurately. • List examples of major technological innovations that have been used to modify the physical environment. • Describe simple patterns of change caused by human modification of the physical environment. • Describe how humans prepare for natural hazards such as tornadoes, hurricanes, earthquakes, and wildfires. • List examples of renewable and nonrenewable natural resources. • Describe two different viewpoints regarding the use of a selected resource.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify changes in the physical environment • List the opportunities and constraints that the physical environment places on human activity, but are unable to compare and contrast the constraints. • List simple examples of major technological innovations that have been used to modify the physical environment, with teacher assistance. • Describe several changes caused by human modification of the physical environment. • Describe how humans prepare for wildfires and earthquakes, with teacher prompting. • Identify, from a list, renewable and nonrenewable resources. • Select a resource and list pros and cons regarding its use.

Performance Level Descriptors
Geography
Grade 12

Content Standard 5.0	Environment and Society: <i>Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Research and develop a case study that provides an example of how changes in the physical environment influence the capacity to support human activity. • Develop and present alternative strategies to analyze different responses to constraints placed on human systems by the physical environment. • Analyze the regional and global environmental impact of both the unintended and intended consequences of major technological advances in human history. • Develop a list of potential global responses to the changes caused by human modification of the physical environment and devise strategies that could be implemented as a result. • Explain how people who live in naturally hazardous regions adapt to their environments and summarize the effectiveness of human attempts to limit damage from natural hazards. • Research the patterns of use and predict the changing distribution and relative importance of Earth's resources over the next century. • Evaluate patterns of resource degradation and depletion in several countries, considering multiple points of view, and prepare policies for each country to use and manage those resources into the next century.
MEETS STANDARD	<ul style="list-style-type: none"> • Compare and contrast how changes in the physical environment can increase or diminish the environment's capacity to support human activity. • Evaluate strategies to respond to constraints placed on human systems by the physical environment. • Describe the ways technology has affected the human capacity to modify the physical environment, and evaluate the possible regional or global impact. • Develop possible responses to changes caused by human modification of the physical environment. • Analyze human perception of and response to natural hazards. • Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources. • Develop policies for the use and management of Earth's resources that consider the various interests involved.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify changes in the physical environment that can increase or diminish the environment's capacity to support human activity. • List strategies to respond to constraints placed on human systems by the physical environment. • Describe ways that technology has modified the physical environment and describe its global impact. • Develop a response to one change caused by human modification of the physical environment. • State different human perceptions of and responses to natural hazards. • Identify the patterns of use and the distribution of Earth's resources. • Compare and contrast the existing policies in several countries for the use and management of Earth's resources.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify how changes in the physical environment diminish its capacity to support human activity. • Identify constraints placed on human systems by the physical environment. • List examples of technology and its impact on the physical environment. • List changes caused by human modification of the physical environment. • List human responses to natural hazards. • Identify the distribution of Earth's resources. • Describe existing policies for managing the Earth's resources in a given country.

Performance Level Descriptors
Geography
Grade 2

Content Standard 6.0	Geographic Applications: <i>Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Pinpoint the location of a current event on a map or globe. • Independently create a simple map or model representing a spatial change for a classroom or school.
MEETS STANDARD	<ul style="list-style-type: none"> • Recognize the location of major current events. • Plan a spatial change (e.g., changing the location of furniture or students) for a classroom or school.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Share some information on the location of major current events, but information lacks accuracy. • Participate in planning a spatial change for a classroom or school but suggestions lack organization and accuracy.
BELOW STANDARD	<ul style="list-style-type: none"> • Unable to participate in discussions involving the locations of major current events. • Display limited understanding of planning a spatial change for a classroom or school.

Performance Level Descriptors
Geography
Grade 3

Content Standard 6.0	Geographic Applications: <i>Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Create a visual representation (e.g., time line, collage, diorama) of an historical event that took place in a specific geographic location. • Independently and consistently identify the location of current events on a map. • Predict the effects of a geographic issue or theme on home, school, or community. • Create a futuristic story or display that reflects a possible geographic change in the neighborhood or community.
MEETS STANDARD	<ul style="list-style-type: none"> • Use visual clues (e.g., historical photographs or illustrations) to define when and where an event in the past took place. • Identify the location of current events on a map. • Identify a geographic issue or theme (e.g., natural hazards, climate, water availability, population changes) that affects home, school, or community. • Predict possible geographic changes (e.g., population changes, availability of resources, growth of the community, influx of business and industry) that could take place in the neighborhood or community.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Use visual clues to define either when or where an event in the past took place, but not both. • Identify, with limited success, the location of current events on a map. • Demonstrate a narrow or incomplete understanding of the effects of a geographic issue or theme on home, school, or community. • Brainstorm possible geographic changes (e.g., population changes, availability of resources, growth of the community, influx of business and industry) that could take place in the neighborhood or community.
BELOW STANDARD	<ul style="list-style-type: none"> • Use visual clues, with teacher prompting, to define when or where an event in the past took place. • Unable to identify the location of current events on a map. • Cannot identify a geographic issue or theme that affects home, school, or community. • Unable to provide examples of possible geographic changes.

Performance Level Descriptors
Geography
Grade 5

Content Standard 6.0	Geographic Applications: <i>Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Research the influence or significance of a person or place relative to an historical event. • Design and conduct an interview or survey on a current event using geographic questions. • Identify a local geographic issue in the community that has been a point of conflict and analyze the situation using more than one point of view. • Prepare a time line or visual display predicting the impact a geographic issue might have in the future.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe how the physical settings have influenced an event in the past. • Use current events to ask and answer geographic questions. • Discuss a geographic issue using more than one point of view. • Describe a geographic issue and the possible impact it will have in the future.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify some elements of how the physical setting have influenced events in the past. • Can use current events to generate geographic questions, but the questions are weak. • Attempt to describe a geographic issue using more than one point of view, but are inaccurate in details. • Can identify a geographic issue but are unable to suggest the possible impact it might have in the future.
BELOW STANDARD	<ul style="list-style-type: none"> • Unable to provide a coherent description of how the physical setting influenced events in the past. • Unable to formulate geographic questions and answers about current events. • Unable to describe a contemporary issue using geographic skills and perspectives. • Unable to provide a coherent description of a geographic issue.

Performance Level Descriptors
Geography
Grade 8

Content Standard 6.0	Geographic Applications: <i>Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Create a visual representation depicting the interrelationship of human and physical conditions that have affected an historical event. • Summarize the impact of a current event in relation to the physical characteristics of place over a period of time. • Analyze a contemporary issue using geographic knowledge, skills, and perspectives and then develop sound arguments in favor of recommendations for specific actions on the issue. • Develop an innovative plan for including specific recommendations that address one possible future outcome of a geographic issue.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain how different characteristics of people, places, and resources have affected events and conditions in the past. • Select a current event and explain the significance of its location and physical features. • Research a contemporary issue using geographic knowledge, skills, and perspectives (such as building a dam, construction to revitalize a downtown area, or water rights). • List and describe several future outcomes for a geographic issue and defend one possible solution (such as population growth, patterns of consumption, new mining techniques, or technology).
APPROACHES STANDARD	<ul style="list-style-type: none"> • List examples of how different characteristics of people, places, and resources have affected events in the past, but with insufficient detail. • Select a current event and identify the physical characteristics of the location. • Research a contemporary issue using geographic knowledge, skills, and perspectives, but results lack accuracy and organization. • List and describe several future outcomes for a geographic issue but lack necessary detail to adequately defend one possible solution.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify obvious characteristics of people, places, and resources that relate to an historical event, but unable to apply the significance to the outcome of the event. • Select a current event and identify one physical characteristics of the location. • Attempt to research a contemporary issue, but information gained is insufficient or incomplete. • List future outcomes for a geographic issue.

Performance Level Descriptors
Geography
Grade 12

Content Standard 6.0	Geographic Applications: <i>Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Evaluate the degree of significance of physical features and human characteristics of places and regions on the evolution of historical events, providing a wide range of substantiating evidence (such as charts, graphs, and diagrams). • Compare and contrast the effect of a current event on the physical features and human characteristics of two or more places and regions. • Research and create a presentation that connects one contemporary issue to another (e.g., deforestation to erosion, population to availability of services), using geographic knowledge, skills, and perspectives, and providing pertinent details to support the point of view. • Evaluate, from multiple perspectives, a future policy for local or regional issues that have spatial dimensions (such as the development of a new mass transit system in an urban area).
MEETS STANDARD	<ul style="list-style-type: none"> • Analyze the ways that physical features and human characteristics of places and regions have influenced the evolution of significant historical events • Collect several current event articles and relate them to the physical features and human characteristics of places and regions. • Research and create a presentation on a contemporary issue using geographic knowledge, skills, and perspectives, providing opinions and sound arguments to support a position. • Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions (such as plans to safeguard people and property in the event of a major natural disaster).
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify, without complete analysis, the ways that physical features and human characteristics of places and regions have influenced the evolution of significant historical events. • Collect current events articles but demonstrate an incomplete explanation of the relationship to physical features and human characteristics of a specific place and region. • Write an essay on a contemporary issue using geographic knowledge, skills, and perspectives, but information is unorganized and lacks supporting evidence. • Suggest possible outcomes but have difficulty formulating future policies for a local or regional issue that has spatial dimensions.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify, with some errors, the ways that physical features and human characteristics of places and regions have influenced the evolution of significant historical events. • Select a current event article, but are unable to explain the relationship to the physical features and human characteristics of places and regions. • Research and create a presentation that contains an incomplete and unsubstantiated explanation of a contemporary issue. • Demonstrate an awareness of local or regional issues that have spatial dimensions, but are unable to predict possible outcomes or suggest future policies.

Performance Level Descriptors
Geography
Grade 2

Content Standard 7.0	Geographic Skills: <i>Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Independently and consistently pose questions about location, including –Where is it located? Why is it there? What is significant about its location? Gather geographic information from books, aerial photographs, and satellite images to identify elements of the physical and human environments. Organize quantitative geographic information into bar graphs, pie graphs, and line graphs and prepare a diagram to illustrate a written description of a geographic process. Use maps, tables, graphs, photographs, and documents to observe and interpret geographic trends and relationships. Present geographic conclusions in the forms of both an oral and a written report accompanied by maps and graphics.
MEETS STANDARD	<ul style="list-style-type: none"> Ask questions about location, including –Where is it? Why is it there? Gather geographic information from books and pictures to identify elements of the physical and human environments. Make simple lists that distinguish between geographic and nongeographic information; organize information into simple graphs, including bar graphs and line graphs; and arrange visual materials to illustrate a geographic process. Identify and group information from several geographic sources, including maps, tables, graphs, photographs, and documents. Display the results of a geographic inquiry in an illustrated oral or written report.
APPROACHES STANDARD	<ul style="list-style-type: none"> With teacher prompting, ask simple questions about location –Where is it? Gather geographic information from pictures to identify elements of the physical and human environments. Make a basic list of common geographic elements and organize information into a simple bar graph. Group similar information from several geographic sources, including maps, tables, and photographs. Illustrate the answer to a simple geographic question in an oral or written report.
BELOW STANDARD	<ul style="list-style-type: none"> Unable to distinguish or formulate simple questions about location. With teacher assistance, gather geographic information from pictures to identify elements of the physical environment. Make a list of simple geographic elements and illustrate them. Identify geographic information from maps and photographs. Select appropriate visual illustrations to display a geographic theme.

Performance Level Descriptors
Geography
Grade 3

Content Standard 7.0	Geographic Skills: <i>Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Independently and consistently pose questions about the significance of location in a variety of circumstances, including how one location is related to the locations of other people, places, and environments. Gather geographic information from a variety of primary and secondary sources, including maps and atlases, interpreting the physical and human characteristics of places and determining distance and direction from one place to another. Map the locations of places on student-designed maps at a variety of scales, using appropriate symbols to depict information obtained from different primary and secondary sources. Prepare explanations of information obtained from several geographic sources, drawing inferences, identifying relationships, and predicting trends. Create a visual model to illustrate the generalizations from a geographic inquiry and offer logical reasons for the resulting geographic decision.
MEETS STANDARD	<ul style="list-style-type: none"> Ask questions about why things are located where they are, including places in books, locations of current events, and features of the student's local community. Gather geographic information from maps, globes, and atlases, applying quantitative skills such as counting land or water forms, measuring distance, and identifying direction. Use outline maps that are appropriately labeled to display geographic information obtained from graphs and other resources. Select and explain information from several geographic sources, including maps, tables, graphs, photographs, and documents. Create a visual model to illustrate the results of a geographic inquiry, summarizing key geographic ideas.
APPROACHES STANDARD	<ul style="list-style-type: none"> With teacher prompting, ask simple questions about why things are located where they are, including places in books and features of the student's local community. Gather geographic information from simple maps and globes, including counting land or water forms and identifying direction. Use outline maps that are appropriately labeled to display simple geographic information. Summarize information from maps and photographs with teacher assistance. Organize a display containing maps, graphs, and pictures to answer a geographic question.
BELOW STANDARD	<ul style="list-style-type: none"> With teacher prompting, ask simple questions about location – Where is it? Gather geographic information from a map or globe, identifying land or water forms. Label an outline map to display one element of geographic information. Explain geographic information from a map or photograph with teacher assistance. Illustrate a geographic concept with an appropriate map or photograph.

Performance Level Descriptors
Geography
Grade 5

Content Standard 7.0	Geographic Skills: <i>Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Develop geographic questions about locations and spatial patterns in subjects other than geography, including history, economics, civics, language arts, science, and mathematics. • Locate and gather geographic information from a variety of primary and secondary sources, evaluating those sources for accuracy, reliability, validity, and content. • Use computer software to prepare appropriate forms of maps, graphs, or charts to efficiently and effectively display complex geographic information. • Interpret information obtained from a map overlay or a geographic information system to investigate spatial associations and draw relational inferences. • Develop and present effective combinations of geographic information in a multimedia report, offering several alternatives and demonstrating support for a logical conclusion.
MEETS STANDARD	<ul style="list-style-type: none"> • Ask geographic questions about the origin and significance of spatial patterns, including – Where is the pattern? Why is it there? With what is it associated? What are the consequences of its location and associations? • Locate and gather geographic information from a variety of sources, including periodicals, databases, interviews, cartograms, and aerial photographs. • Create complex maps, graphs, or charts to display geographic information, including choropleth maps, cartograms, and climagraphs. • Interpret information obtained from maps, satellite images, and aerial photographs to recognize spatial patterns and relationships between locations. • Support a conclusion by presenting geographic information in an oral or written report, accompanied by maps or graphics.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Ask geographic questions about spatial patterns, including – Where is the pattern? What does it look like? Why is it there? • Gather geographic information from several different sources, including periodicals, interviews, and video images. • Organize geographic data into an appropriate but simple map, chart, or diagram. • Explain information from several maps to prepare a description of the geography of a place or region. • Draw a sketch map or graph and include it in a written or oral summary of geographic information.
BELOW STANDARD	<ul style="list-style-type: none"> • Ask geographic questions about spatial patterns, including – Where is the pattern? What does it look like? • View pictures and video images of a place to collect geographic information. • Create a simple chart to compare data on a specific topic for two different areas. • Describe some simple geographic characteristics of a place using information from a map. • Draw a sketch map or diagram and include it in a written or oral description of a place.

Performance Level Descriptors
Geography
Grade 8

Content Standard 7.0	Geographic Skills: <i>Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Identify and organize issues that should be considered in researching geographic problems of varying scale, developing appropriate questions and identifying reliable sources for research. Observe the physical and human characteristics of places using systematic fieldwork to conduct interviews or surveys and take photographs or videos. Prepare overlays of different types of geographic information to create a simple geographic information system, organizing the materials for a multimedia report. Use data obtained from quantitative methods of analysis to identify trends and patterns in data, producing complex summaries of geographic information. Make and present generalizations from a combination of geographic information, assessing the validity of the conclusions and identifying possible sources of bias.
MEETS STANDARD	<ul style="list-style-type: none"> Identify geographic issues and define geographic problems, posing appropriate geographic questions for research. Use a variety of research skills, including maps, field work, and computer resources, to locate and collect geographic information. Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information, including isolines, populations pyramids, flowcharts, and databases. Evaluate and analyze information obtained from a variety of geographic sources using descriptive statistics (average, median, mode, and range) and other simple quantitative techniques. Make generalizations by developing and presenting combinations of geographic information to answer geographic questions.
APPROACHES STANDARD	<ul style="list-style-type: none"> Identify a problem with geographic dimensions and develop several questions for research. Use maps and photographs to recognize and describe patterns in the same geographic area. Prepare several different maps, charts, or diagrams to organize information about the same geographic area. Summarize information obtained from several different geographic sources to describe a geographic region or explain a geographic concept. Draw a simple conclusion, selecting and presenting supporting geographic information in an oral, written, or visual format.
BELOW STANDARD	<ul style="list-style-type: none"> Ask questions to obtain information about a place, including where it is located and what it is like. Describe geographic phenomena represented in a photograph and a map of the same area. Prepare a simple sketch map or diagram to organize geographic information or illustrate a spatial pattern. Describe the geographic characteristics of a region using information obtained from charts, graphs, and diagrams. Answer a geographic question by selecting and presenting simple supporting information in an oral, written, or visual format.

Performance Level Descriptors
Geography
Grade 12

Content Standard 7.0	Geographic Skills: <i>Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Independently study multiple sources of graphic, written, and visual information to specify a problem, pose a research hypothesis, identify data requirements, and organize a research procedure. Systematically acquire and assess a variety of appropriate primary and secondary sources, including gathering field data by multiple procedures, using spatial sampling in appropriate circumstances, and applying quantitative measures to describe data. Prepare both by hand and with computer software dot maps, choropleth maps, isoline maps, field maps, scatter graphs, and line graphs, as appropriate to the level of measurement of the data (nominal, ordinal, interval) and the type of spatial phenomenon (point, line, area). Produce descriptive and analytic statistics to support the development of geographic generalizations and conclusions, including calculating ratios among local, national, and international measures of given geographic phenomena. Complete a geographic inquiry by using an appropriate geographic model to predict consequences and make recommendations based on multiple data sources, identifying further geographic questions in need of investigation.
MEETS STANDARD	<ul style="list-style-type: none"> Plan and organize a geographic research project by asking appropriate geographic questions suggested by a series of maps or other data. Locate and acquire geographic information from a variety of primary and secondary sources and assess the validity and utility of each. Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, and diagrams to organize geographic information. Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations, evaluating the quality of geographic reasoning. Complete a geographic inquiry by supporting geographic generalizations and conclusions with the analysis, interpretation, and presentation of information in written and oral form.
APPROACHES STANDARD	<ul style="list-style-type: none"> Select a topic for a geographic research project from a teacher-generated list and follow directions for organizing the work. Locate related geographic information from both primary and secondary sources, assessing the accuracy and appropriateness of each. Use various map symbols for particular purposes, field data to prepare sketch maps, or diagrams that illustrate geographic concepts where appropriate to organize geographic information. Draw conclusions about cause and effect by correlating geographic information from several teacher-selected sources. Formulate, with teacher assistance, valid generalizations from the results of a geographic inquiry and support the conclusions in an oral or written presentation.
BELOW STANDARD	<ul style="list-style-type: none"> Plan a strategy, with the teacher, for answering a geographic question. Locate and gather one primary source and one secondary source on a related geographic topic. Use, with teacher direction, appropriate kinds of maps, graphs, and diagrams to organize geographic information. Interpret, with teacher assistance, information from several maps or graphs simultaneously. Evaluate the answers to geographic questions by presenting information to support a point of view expressed in written, oral, or visual form.